

DEVELOPING INTERNATIONALISATION STRATEGIES, UNIVERSITY OF WINCHESTER, UK

Richard Neale¹, Alasdair Spark² and Joy Carter³

"If the university were a curry, then internationalisation would not be an additional ingredient - it would be a spice. It gets everywhere and changes the flavour of everything, often in unpredictable ways."
(Fielden, 2011:10)

ABSTRACT

Purpose

Internationalisation has been a theme in UK higher education for a decade or more. This paper is a practice-based case study of how Winchester formulated two successive internationalisation strategies.

Methodology

The strategies were developed using a research-oriented method: grounded in the literature and an institutional development model, the work included a comprehensive survey of the university's existing international engagement, two rounds of structured discussions with senior staff, and a formal organisational development process.

Findings

The survey of the university's international engagement was a most useful exercise. It revealed a substantial and diverse range of engagement which provided confidence that the aim to be a 'fully internationalised university' was realistic. There was general agreement that Winchester must demonstrate strong levels of engagement through five Strategic Priorities related to: curriculum and student mobility; EU/international staff and students; collaboration with international organisations; academic and social integration of students and staff; coordination of practices and processes.

Limitations

This is a case study of one UK university.

Practical implications

The process by which the strategies were developed should be relevant to other universities.

Social implications

Winchester is 'Values Driven University': "We value freedom, justice, truth, human rights and collective effort for the common good". Internationalisation is consistent with these values, fostering an understanding of diverse cultures and an awareness of global issues.

Originality/Value

We found no published work describing such a structured and participative process for developing internationalisation strategies within a university.

¹ Visiting Professor of International Development, University of Winchester

² Director of Internationalisation, University of Winchester

³ Vice Chancellor, University of Winchester

Key words

Developing Internationalisation Strategies Participative Methodology Case Study
University Winchester United Kingdom

INTRODUCTION

Internationalisation has been a prominent theme in UK higher education for the past decade or more. The obvious drivers are, of course, the reality that universities now exist in a ‘globalised world’, together with the economic benefits of recruiting international students, but an effective internationalisation strategy has to have a much more profound and broader purpose.

Internationalization is “. . . the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment” (Ellingboe, 1998:199)

This well-known definition suited the purpose of the University of Winchester because it emphasises the breadth and extent of its international ambition. Furthermore, an internationalisation programme has to involve many stakeholders and changes to the internal dynamics of the organisation, so it has to be a planned exercise in institutional development, which requires a theoretical framework.

We are offering this paper simply as a practice-based case study of how Winchester adopted and adapted the principles and practices of internationalisation which have been so widely publicised and discussed in UK higher education. There were in fact two internationalisation strategies, for 2010-2015 and 2015-2018, with the first adding a learning experience to the development of the second.

The starting point was the belief that universities are essentially international by nature; a view supported by the 1994 group of UK universities. (1994 Group, 2011:1).

It was apparent that, through its international students, its international staff and its research, Winchester already had quite a substantial international engagement. However, it was not clear whether this had arisen strategically or as the result of individual initiatives; for instance several student exchange programmes were in place with overseas universities, but the partnerships predated the current personnel in charge of such in both institutions. They were the product of personal relationships between academics or senior management all of whom had now departed the University. Therefore, the internationalisation strategy sought to extend this engagement, within the over-riding aim of enhancing the university’s international character and reputation.

Although the implementation of the strategy was not without its difficulties, it achieved its overall aims and was also a useful exercise in the development of the institution and many of its staff.

This is an accepted manuscript of an article published by Emerald Group Publishing 2
in International Journal of Educational Management, available online at
<https://doi.org/10.1108/IJEM-08-2016-0183>. It is not the copy of record. Copyright
© 2018, Emerald Group Publishing.

The paper has the following structure. A description of the University of Winchester provides the context, followed by a review of the literature on internationalisation of universities that the authors found to be useful. A description of a relevant organisational development theory and its application to the university's internationalisation programme provided a framework for development. An overall aim, to become a 'fully internationalised university', is then discussed, succeeded by a précis of the first internationalisation strategy and its implementation. The methodology used to develop the second and current strategy (2015-18) and Operational Plan is then explained and summarised, followed by a discussion and some conclusions.

THE UNIVERSITY OF WINCHESTER, UNITED KINGDOM

The University of Winchester is in Winchester, in southern England, one of the most beautiful cities in the UK. It is the ancient capital of England, chosen by King Alfred the Great as the seat of power for his Kingdom of Wessex. Winchester is also the resting place of author Jane Austen, who is buried in Winchester Cathedral.

The roots of the University of Winchester are in 1840 when the Winchester Diocesan Training School was founded as a Church of England foundation. Since then there has been sustained development, leading to it becoming King Alfred's College in 1928. In 2005 it was awarded the title of The University of Winchester. Winchester's origins and development have led to a human-centred purpose: "To be a world-leading values-driven university". Winchester's mission is: "To educate, to advance knowledge and to serve the common good" and its values are: intellectual freedom, social justice, diversity, spirituality, individuals matter and creativity.

Winchester is a small and relatively new university with a regional and ethical history, operating in an increasingly international environment. In 2015/16 there were about 6900 students, of which 1260 were graduate students and six percent were international students. The need for an effective internationalisation programme was therefore urgent.

PERSPECTIVES ON INTERNATIONALISATION

To start with a definition of 'internationalisation, the authors noted the well-known definition by Knight (2003), in its revised form, but - as stated above - Ellingboe's definition of internationalisation was more suited to our purpose. This definition led to Hudzik's very broad notion of 'comprehensive internationalisation' (Hudzik, 2011) which includes all the activities in which a university engages or by which it is influenced, internally and externally.

There is a wide-ranging literature on the internationalisation of universities, spanning two or more decades, driven from a variety of perspectives, the most obvious of which is financial. Recruitment of international students may have been the first corporate international engagement for many UK universities. In a recruitment market dominated by government restrictions on numbers of students and fees, international (i.e. non UK and European Union (EU)) students were attractive because none of these restrictions applied, so giving universities some welcome financial freedom. This narrow focus gave rise to considerable concern among government and senior university administrations, leading the Universities UK (UUK), an organisation of the UK's Vice

Chancellors and Principals, to commission a review by one of its members (Bone, 2009) which urged universities to take a much broader, longer term and perhaps ethical perspective.

This call for perspectives on internationalisation beyond the financial was not new: for example, Bartell used a ‘organisational culture typology’ to assist in understanding the process of internationalisation of universities and the development of broad strategic processes.

Warwick’s research was within a wide-ranging managerial perspective (Warwick, 2014), equally holistic but perhaps more pragmatically, viewing contemporary universities as international businesses.

Taylor (2004) reviewed the internationalisation strategies of four ‘leading universities’ in Canada, USA, Sweden and Australia and offered 12 possible elements of internationalisation strategies. These ranged from an emphasis on interdisciplinary teaching and research to the importance of staff development and training. Taylor’s list is comprehensive and challenging, demonstrating that internationalisation really is “a spice that gets everywhere”!

So, from the literature, a university seeking guidance for the design or implementation of an internationalisation strategy should focus on its own institutional, cultural and managerial context. Winchester’s development and growing recognition of its values-driven character brought a coherent perspective to the development of its strategies. Whilst this was the driving force, it is of course imperative that any modern university must make explicit recognition of the financial and other business implications.

A European perspective also strongly influenced Winchester’s strategies. The UK’s (current) membership of the EU allowed free movement of its citizens and brought external influences - such as the Bologna Declaration (1999), which aims to harmonise EU higher qualifications to facilitate individual mobility – and funding from programmes such as Erasmus which facilitates student exchanges throughout 37 European countries (Erasmus, online).

Finally, there is a perspective that links ambition with prudence: how internationalised does a university wish to be? In guidance provided for the governing bodies of UK universities, Fielden (2011:7) looked toward the final result of internationalisation by offering a set of features of a “fully internationalised university”:

- A significant proportion of international students.
- Offshore teaching activities delivered in some form.
- International collaboration in research.
- Academic staff from many nationalities.
- An internationalised curriculum.
- Social and academic integration between UK and EU/international students.
- Staff and student mobility and study abroad activities.

Perhaps the most internationalised university in the UK is the University of Nottingham, which claims to be “Britain’s Global University” (Neale, 2015). This is a large, prestigious university with campuses in Nottinghamshire UK, Ningbo in China and Kuala Lumpur in Malaysia. Obviously, from the description of the University of

Winchester given above, to have similar aspirations would have been completely unrealistic, and instead the university's strategies sought to build progressively on its capabilities, giving due consideration to Fielden's set of features and relevant points from the perspectives reviewed above.

DEVELOPMENTAL FRAMEWORK

Internationalisation as described above is a comprehensive exercise in institutional development, so it was useful to assess the university's capabilities for the realistic delivery of such a programme. The first author of this paper has experience of institutional development through working with UN agencies, during which he found Esman's theoretical model most useful (Miles and Neale, 1991). Figure 1 is an adaptation of Esman's conceptual framework (Esman, 1972).

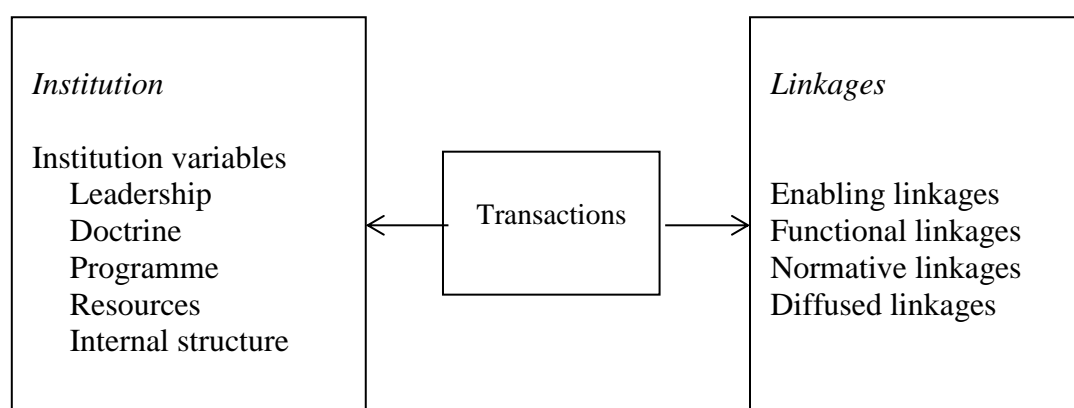


Figure 1. Esman's conceptual framework: "The institution-building universe"

The diagram shows the institution and its interaction with its environmental linkages through transactions. In detailed assessments of applications of this framework to six institutional development projects in by Miles and Neale (1991), it was clear that **all** the elements described above were necessary for success. Where one or more were absent, the institution struggled to perform.

Esman's application to Winchester will be briefly described.

Leadership. The Vice Chancellor had led an internationalisation programme when Pro-Vice Chancellor at another UK university, and brought this experience to Winchester where she has driven the topic with determination and personal commitment. She was supported very effectively by two Deputy VCs.

Doctrine. The description of the university as a 'Values Driven University' given above shows quite clearly that Winchester has a very strong and coherent doctrine that is wholly compatible with its international ambitions.

Programme. Winchester is a relatively small university with a compact programme of education, research and social engagement. Its programme is articulated through its web site (Winchester.ac.uk) and relates well to its doctrine.

Resources. Explicit resources were allocated to the internationalisation strategy in the form of a new post (0.6) of Director of Internationalisation with a budget to fund development. Appointment of a Visiting Professor of International Development brought further resource. Resources are allocated also to Faculties and Departments within the general funding system, but these are not identified explicitly for

internationalisation. As will be shown later in the paper, this did give rise to some discussion.

Linkages. Winchester is an established university within the UK (enabling linkages). Good linkages with international partner institutions (functional linkages) for student exchanges are especially important to the internationalisation strategy. The university has also good and wide-ranging normative and diffused linkages - for example with associations of other universities such as the Universities UK (universitiesuk.ac.uk) and the Cathedrals Group (cathedralsgroup.org.uk) .

INTERNATIONALISATION STRATEGY 2011-2015

Prior to 2011, the University operated several exchange programmes with the United States, Japan and Europe (via the Erasmus programme), international students were recruited, a proportion of academic staff were active in international networks, and the various research assessment exercises had found evidence of scholarly work of international standing. An International Committee brought together representatives from the faculties and other relevant stakeholders. However, there was no explicit institutional strategy to manage, sustain or expand this activity; so much of it was either happenstance or the result of individual enterprise. To try to 'ringmaster' this, in 2010 the University created the post of Director of Internationalisation, with the brief to develop an Internationalisation Strategy. The choice of title – internationalisation – was deliberate, in response to the argument made by Bone that for too long recruitment of students paying international fees had been the driving force. The aim was to articulate something more extensive, more strategic for the University.

To that end, the first Strategic Plan was inevitably strongly aspirational in nature, seeking to articulate the importance of what might be and as such to stimulate activity by providing an overarching rationale.

The Strategy was based on four 'Strategic Priorities', summarised briefly below. In comparison with Taylor's list of elements, these are quite limited but they are consistent with the perspective of balancing ambition and prudence described above, and Priority 4 provided for further developments.

Strategic Priority 1: *Deeper, Wider Partnerships*

Partnerships matter because they provide a secure means by which the University can collaborate with other institutions. To make both the existing and new partnerships more successful and valuable, they need to be deeper and wider.

Strategic Priority 2: *Internationalise the Curriculum*

Internationalising the curriculum requires more students to have Study or Work Abroad experiences. As far as possible this should become the norm for programmes, not the exception. Opportunities such as overseas work placements and volunteer service should also be woven into the curriculum.

Strategic Priority 3: *Internationalisation at Home*

In order to make British students more aware of other cultures and other ways of life we can first better recognise the presence of international students at the University and integrate them into the life of the home campus.

Strategic Priority 4: *Innovate and Coordinate*

If internationalisation is to prosper, we need to encourage programmes and departments to be innovative and take ownership, because this is the level where the links and activities become real for staff and students alike. An audit of activity within each faculty needs to become established, fed by the inclusion of internationalisation in programme and department reports.

Implementing the strategy

Implementation of the 2011 Strategy was successful, but patchy. The University grew its number of partnerships, particularly for student mobility; academic programmes did focus more on their curriculum as an index of internationalisation; the presence of international students was more integrated and efforts were made to improve administration.

A notable innovation under priorities 1 and 2 was to extend the type of student mobility, focusing as much on short-term ‘field trip’ style activities as on traditional exchanges. This came from examining reasons why students might not take up the opportunity of spending a semester abroad and learning that the disincentives were not just financial. Students at Winchester commonly move out of student housing in their second year and this involves annual contracts with private landlords. Living in a house with friends is part of the student experience; choosing to go on an exchange often meant choosing to go back into halls of residence on return, something which only a select group of students wished to do. Likewise, the niche which students carved for themselves in part-time employment was a disincentive. Students knew that they would lose their job, often with an employer who was accommodating about aligning shifts with academic timetables, so might find themselves starting over on their return. This pushed the University towards finding opportunities of a shorter, more intensive nature that could serve as a substitute and the result was that many programmes were prompted to develop credit-bearing modules that were taught overseas. This followed in the footsteps of programmes which had an established history of this type of activity, notably American Studies, but the real gain lay in programmes such as Sport, which established a reciprocal field trip with a partner, with a trip in May and a reply in September which is now firmly established as an element of their degree.

Innovations under priority 3 included a University wide celebration of the Chinese New Year and supporting the International Student Society.

Innovations under priority 4 included the ‘Vice Chancellor’s Internationalisation Enterprise Lecture Series’ (the inaugural lecture was delivered by a Vice Chair of the UK Commission for UNESCO) and ‘Vice Chancellor’s International Scholarships’, the first of which was awarded to a Vietnamese student. Both these new programmes emphasised the VC’s personal leadership of the internationalisation programme.

Further work within Priority 4 provided a basis for the development of the internationalisation programme through a second strategy, for 2015-2018.

The revision of the strategy was demanded by the regular Senate cycle, and it drew upon a steady realisation that an aspirational strategy could only achieve so much. In particular, the priority for departments to ‘take ownership’ and that an “audit of activity within each faculty needed to become established, fed by the inclusion of internationalisation in programme and department reports” proved difficult in this context. Two problems were identified with the aspiration. First, as an aspiration, the strategy encouraged a sense that internationalisation was fundamentally the product of enthusiastic staff, primarily coming from those willing to engage highly with the priorities – the Champions. But it did not deal with areas where enthusiasm was not so evident, as an institutional strategy must. Secondly, the aspirations proved difficult to

tie to the annual Senate reporting structure and it became clear that the full extent of activity in the University was not being captured. This made it harder to disseminate success and so encourage emulation.

DEVELOPMENT OF THE STRATEGY 2015-2018

The additional resource of a visiting professor in 2012 enabled a more detailed assessment to be made of the university's current international engagement. Data were gathered from the University website, reports of international visits, news items, UK Research Assessment Exercise submission, staff CVs and other materials available electronically, internally or externally - the extent of which was extensive and occasionally rather surprising.

The authors have tried several ways of categorising and summarising this wealth of data but their extent and diversity made it difficult to find a meaningful structure. Bearing in mind that the objective of this study was to make a preliminary exploration of the extent and scope of international engagement, the countries mentioned have been simply listed in Appendix A – all 64 of them.

A few examples will amplify the data:

- **Courses:** MA Managing Contemporary Global Issues; student field visits to USA for BA in American Studies; archaeology field course in Barbados.
- **Student's work:** An excellent film "The Porters of Kilimanjaro".
- **Research and scholarship:** Externally funded work on the African film industry, especially 'Nollywood'; and extensive archaeological research in Ethiopia.
- **Papers and chapters:** Food supply and environment in Ghana, global social responsibility, business ethics, North American first nations, a case study of best practice in a Calcutta school.
- **Conference and seminar presentations:** In many of the countries listed in Appendix 1.
- **Educational link:** Student and staff support for a school in The Gambia.
- **External funding:** Examples include: AstraZeneca Science Teaching Trust; British Council; European Science Foundation; Japan Society for the Promotion of Science; Oxfam; and UNESCO

Although limited to on-line availability, this study of the actual extent of internationalisation at Winchester provided a factual basis for a research-based process of further development. In outline the process was as follows:

1. The data from the study above were discussed with subject groups of senior staff and the discussions and conclusions were summarised in a report
2. The Senior Management Group discussed the report and set up a working group to discuss the report and make practical recommendations
3. An Internationalisation Steering Group was established to guide the internationalisation programme
4. A final consultation was conducted - primarily individually - with Deans, Heads of Academic Departments and Heads of relevant Professional Services Departments; this consultation was based on the survey instrument given in Appendix B, which was mainly derived from steps 1-3 above

5. The Strategy and the Operational Plan were developed by the Steering Group, taking into account steps 1-4 above, and processed through the University's approval processes

OUTLINE OF THE STRATEGY 2015-2018

There was general agreement that to move towards becoming 'fully internationalised', Winchester must demonstrate strong levels of engagement in the following areas:

- An internationalised curriculum and significant student mobility (study abroad)
- A significant proportion of EU/international staff and students
- A significant level of partnership and collaboration with international institutions and organisations
- Successful academic and social integration of UK and EU/international students and staff
- Coordination of practices and processes with international partners to facilitate building stronger networks and relationships

The full strategy can be found on the Internationalisation page of the Winchester web site (winchester.ac.uk). A brief outline of the principal aspects is given below.

The five elements given above provided the **strategic priorities** for this Strategy. They were already embraced to some extent by the University, some better than others, some more visibly than others, some more intentionally than others. Therefore, the overarching goal, which united these priorities, was to increase the extent and quality of these activities whilst making them prominent and recognised. By doing so, the University's international reputation would be strengthened and its distinctiveness promoted to internal, regional, national and global audiences.

The Strategy was intensified by the focus on Winchester's Values, which the senior management of the University was encouraging. Internationalisation can contribute meaningfully to the freshness and vitality of the values agenda by fostering an institution where staff and students alike possess an understanding of diverse cultures and possess an awareness of the global issues which are of growing importance for the future. To achieve this, aims and processes must be specific, measureable, sustainable and susceptible to critical review. The full Strategy includes specific aims and objectives, and examples are given in the tables shown below for Priorities 1 and 5.

The strategy is inherently complicated because internationalisation is comprehensive, threading itself - spice-like - through the breath of the University. This gave rise to the final priority of this plan, which concerns the organisation and coordination of Internationalisation.

Strategic Priority 1: An Internationalised Curriculum and Study Abroad Opportunities

An internationalised curriculum has a significant level of engagement with topics and materials beyond the frame of the United Kingdom in its teaching and learning. An internationalised curriculum is essential for all undergraduate programmes, except when external professional accreditation is a restriction. An internationalised curriculum also

This is an accepted manuscript of an article published by Emerald Group Publishing 10 in International Journal of Educational Management, available online at <https://doi.org/10.1108/IJEM-08-2016-0183>. It is not the copy of record. Copyright © 2018, Emerald Group Publishing.

recognises the need to provide study abroad opportunities of all kinds, not just exchanges but short term trips, internships and placements, and our aim is to increase the potential number of participants for all these. Finally, to encourage academic staff to develop an internationalised curriculum and study abroad activities, a modest fund to support innovative activity was established.

Aim		By 2018 we will:
1.1	Except when restricted by accreditation, all Winchester programmes to have a curriculum which is internationalised	Ensure that all programmes identify the international elements of their curriculum and alert students to the opportunities available
1.2	Expand and diversify the number of semester long exchange programmes and ensure students are fully prepared to participate	<ul style="list-style-type: none"> • Increase student participation in exchanges to at least 60 students per year • Expand exchanges in semester 2 to at least 25% of the total • Increase the number of exchange programmes in locations other than the USA
1.3	Increase the number of short term Study Abroad activities	Increase the number of programmes offering regular “field trips” to at least six per year
1.4	Operate a competitive start up fund to support the internationalised curriculum	Fund at least three new and innovative international activities per year
1.5	Collaborate with the Institute for Value Studies and other academic areas (for instance Global Politics and Business) to offer cross curricular internationalisation content to undergraduate students	Offer at least two modules focused on internationalisation themes via the Value Studies scheme

Strategic Priority 2: A Diversity of Staff and Students

An ability to recruit significant numbers of international staff and students is an important indicator of internationalisation. Diversity is a key value and academic and professional services staff drawn from a variety of nationalities and cultural backgrounds embody internationalisation for the University and enrich our community. Staff of international origin help the intellectual community of the University thrive and reinforces the essential questioning nature of the academy; they also bring fresh contacts and access to new networks. Nevertheless, all staff must be internationally aware, sensitive and able to participate in the endeavours of the strategy; these are ‘desirable criteria’ for University job specifications. Similarly, the recruitment of international students in significant numbers, and from diverse locales, enlivens the classroom and the campus and facilitates ‘internationalisation at home’. The aim is to recruit 10% of the student population from non-EU sources by 2019/20 and to recruit 5% of the 2018 undergraduate intake from the European Union.

Strategic Priority 3: International Collaboration

The quality of the existing partnerships needs to be assessed and new partnerships should align with the Values. Greater opportunities for academic staff to spend time on exchange at a partner need to be created. International charities and development agencies make a valuable contribution to ‘the public good’ and increasing the extent of such partnerships is an important aim.

Strategic Priority 4: The Integration of students

A critical mass of international students, drawn from diverse constituencies, will internationalise the University by their mere presence, but to be truly effective (and to ensure satisfied students) international students must be integrated into the community, whilst at the same time recognising and celebrating their diversity. International students can encourage a global outlook amongst UK students. Successful academic integration also recognises that international students have particular pedagogic and pastoral requirements that student support, including staff development, should meet. Social integration is also important and the International Students Society and the Student Union must be effective partners in this endeavour.

Strategic Priority 5: Coordination and Management

Internationalisation is inherently comprehensive, involving academic programmes and departments, research and teaching centres and Professional Services. The attendant responsibilities and expectations need to be more clearly signalled to these stakeholders. The present Internationalisation Steering Group will become the Internationalisation Implementation Group, with its membership revised to include representatives from research and teaching centres and the most relevant Professional Services Departments. Its role in the monitoring and the implementation of the Strategic Plan will be clearly articulated. It is also vital to capture the wide range of activities taking place across the University, not just for report, but to disseminate success, reward innovation and encourage emulation. Publicising successful international activities by staff and students should be an essential part of the webpage and other marketing in order to make Winchester's identity more internationally recognised.

Aim		By 2018 we will:
5.1	A strong Internationalisation Implementation Group with a revised membership and constitution	<ul style="list-style-type: none"> • Have established the Internationalisation Implementation Group as the key coordinator for internationalisation in the University • Have established clear responsibilities and expectations for all areas of the University
5.2	To ensure our internationalisation activity is better communicated and marketed to internal and external audiences	<ul style="list-style-type: none"> • Ensure the University webpage represents international activity more significantly and on a regular basis as a news item • Ensure that all programme and department pages represent international activities and the international elements of their courses and curriculum • Have a strong presence in social media for our international activities • Award an annual Vice-Chancellor's prize for Internationalisation, to recognise outstanding achievement by individual staff and students

OPERATIONAL PLAN

An Operational Plan was devised to support the Strategy, based on the straightforward principle of 'who does what for when'. It will be seen from the tables given above for Priorities 1 and 5 that it was quite straightforward to assign responsibilities to Deans and Heads of Academic and Professional Services Departments and to set up

This is an accepted manuscript of an article published by Emerald Group Publishing 12 in International Journal of Educational Management, available online at <https://doi.org/10.1108/IJEM-08-2016-0183>. It is not the copy of record. Copyright © 2018, Emerald Group Publishing.

monitoring and control mechanisms within the university's existing processes and procedures.

One further element of the Operational Plan was the job description of the Director of Internationalisation. During the implementation of the first plan, the role of the Director was interpreted in a variety of ways, from providing an international travel service (sometimes even being asked to book flights and taxis for staff) to implementing the whole of the plan singlehandedly. Thus, after some serious and realistic debate, the position of the Director of Internationalisation was defined explicitly and embedded in the Operational Plan.

ISSUES THAT AROSE

One serious issue was the allocation of resources. No specific funding is provided for internationalising an English university so most of the resources required had to be found from within existing budgets, which in turn created debate about priorities. Fortunately, the extensive consultations within which the Strategic Plan was developed had identified strong support for the need to internationalise the university, which enabled these difficulties to be overcome through further discussion.

There were complex discussions about how widespread internationalisation should be represented in subject disciplines and the staff who teach and research them. Some subjects are naturally international, such as comparative religion, but bearing in mind that Winchester and its surroundings has a rich historical and archaeological heritage, others are very local. The requirement of "Academic staff from many nationalities" was also difficult to quantify because staff records do not necessarily require the relevant data. So, a judgement had to be made. This is where Fielden's criteria for a fully internationalised university proved to be so relevant, because there is no requirement that all staff, and all courses, must be internationalised.

A number of operational problems inevitably arose. In particular, boosting the number of exchange students requires detailed knowledge of the practicalities at the partner institution and sometimes pre-planning can only go so far. One example was being informed by a US partner university six weeks before their departure that the students set to spend a semester there would need to meet a state requirement to have Hepatitis B vaccinations, a course of which normally takes over three months. It took effort to resolve this so they could be at the university for the start of the semester.

There were also pastoral issues. Studying abroad is a challenge for most students and while those who are well-travelled and confident are usually good at coping with issues such as homesickness, the less confident students are not. But these are exactly the students who have the most to gain from the experience if it is successful. There is little point in only sending students who are already independent and self-assured. Being certain that such students have been prepared to cope and are ready to work through their initial feelings of doubt on arrival, is vital. One student commented as follows:

"As you know, I've recently come back from my time studying in America and I just wanted to thank yourself and the university for providing such a brilliant opportunity. The experience was incredibly transformative in that it's given me, as well as many others I know, much more independence and has definitely

helped me in deciding what kind of path I wish to pursue in the future. Also, because of the exchange, I now have connections all over the world which I know will be helpful as I continue my degree and whatever I work towards in the future.”

For all that, some academic staff were doubtful about exchange programmes. Courses of studies are increasingly intricate, with descriptors which have to meet (UK) Quality Assurance Agency and now (UK) Customer and Markets Authority guidance and stipulation. Ensuring that the leaders of academic programmes are confident that the classes the students take with the partner will be suitable and will meet the needs of students is vital. This often means sending academic staff for a short visit to the partner to acquaint themselves with the relevant department, to aid a recognition that the classes their students might take can be complementary rather than a direct replacement.

Although staff who had responsibility for students were involved in developing the Strategy, for example the Registrar and accommodation manager, students were not. The University has learned from this and in a new initiative, which aims to introduce the topic of climate change into all the University’s courses, student representatives were on the Steering Group and are now on the Implementation Group. Their contribution has been quite informative and refreshing.

DISCUSSION AND CONCLUSIONS

The strategies were developed using a research-oriented method: grounded in the literature and an institutional development model, the work included a comprehensive survey of the university’s international performance, two rounds of structured discussions with senior staff, and a formal organisational development process.

The most useful contributions from the literature were: Hudzik’s definition (Hudzik, 2011) because it was comprehensive and Fielden’s description of the characteristics of a ‘fully internationalised university’ (Fielden, 2011) which provided a clear ‘target’ to aim for. These emphasised the diverse nature of internationalisation and the need to tackle a strategic programme from a perspective of institutional development.

Conducting a comprehensive and detailed review of the university’s existing international engagement was a most useful exercise. It revealed an unexpectedly substantial and diverse range of engagement which provided confidence that the aim to be a ‘fully internationalised university’ was realistic. The results of this review also provided a sound platform for discussions with senior staff about further development of the programme. Two rounds of discussions were held and provided a very significant influence on the second strategy.

Resourcing the strategies was initially problematic but as the implementation of the first strategy progressed it became more generally accepted that internationalisation was an integral element of the existing funding structure.

The way in which Winchester’s strategies were developed was driven from within the University’s Values system: intellectual freedom, social justice, diversity, spirituality, individuals matter and creativity. Thus, it was axiomatic that the process had to be open, consultative and of course ethically and managerially sound.

This is an accepted manuscript of an article published by Emerald Group Publishing 14 in International Journal of Educational Management, available online at <https://doi.org/10.1108/IJEM-08-2016-0183>. It is not the copy of record. Copyright © 2018, Emerald Group Publishing.

It is useful at this point to relate Winchester's strategic method to recommendations by Childress (2010). From a very comprehensive review of literature she formulated a list of "recommendations from internationalization experts" which are, to summarise briefly:

- The need for an explicit, intentional plan
- Communication channels throughout the university are critical
- Widespread faculty participation is essential
- It is useful to inventory faculty to assess their international interests, areas of expertise
- It is useful to hold open forums
- External consultants can make a contribution

Winchester's method is clearly very consistent with the recommendations from Childress (with the Visiting Professor equivalent to an external consultant). This sets the Winchester case study within a broader academic framework, which the authors hope will add to its utility. It should be noted though that it seems that Childress was considering larger universities than Winchester, in which establishing appropriate cultures and processes may be more difficult.

The development of the strategy was consistent with the university's Values and its international ambitions. While Winchester will become internationalised according to the criteria adopted in the strategic plans, it is proud of its heritage and will continue to foster its role in the City of Winchester and the county of Hampshire.

Like some valley cheese,
Local, but prized elsewhere.
(Auden, 1976)

APPENDIX A: SOME OF THE COUNTRIES WITH SOME FORM OF ENGAGEMENT.

Argentina	Armenia	Australia	Austria
Barbados	Belarus	Belgium	Benin
Bosnia-Herzegovina	Bulgaria	Burma	Canada
China	Croatia	Cuba	Czech Republic
Denmark	Egypt	Ethiopia	El Salvador
Finland	France	Gambia	Germany
Georgia	Ghana	Greece	Guatemala
Honduras	India	Ireland	Israel
Italy	Japan	Kenya	Madagascar
Mauritius	Morocco	Nepal	Netherlands
New Zealand	Nicaragua	Nigeria	Norway
Poland	Portugal	Romania	Russia
Saudi Arabia	Slovenia	South Africa	Southern Sudan
Spain	Sweden	Syria	Tanzania
Thailand	Tibet	Tunisia	Uganda
United Arab Emirates	Uruguay	USA	Zimbabwe

APPENDIX B: QUESTIONS USED IN THE CONSULTATION ON THE DEVELOPMENT OF THE INTERNATIONALISATION STRATEGY 2016-20

- 1 What is your opinion of the general notion of internationalisation? What are the likely benefits to the university?
- 2 What is your opinion of the current Internationalisation Strategy? How have you participated in its implementation? What have been your successes? What issues have hampered its implementation?
- 3 What would be the characteristics of a ‘fully internationalised University of Winchester’? Some possibilities are listed below:
 - A significant proportion of international students.
 - Offshore teaching activities delivered in some form.
 - International collaboration in research.
 - Academic staff from many nationalities.
 - An internationalised curriculum.
 - Social and academic integration between UK and EU/international students.
 - Staff and student mobility and study abroad activities.
- 4 What would you like to see in the new strategic plan?
- 5 What specific contributions would your Faculty/Department make to this plan and how would you intend to achieve these?
- 6 What positive and negative forces would influence the formulation and implementation of the new plan?
- 7 A summary of responses to this consultation will be discussed at the next meeting of the Internationalisation Team, and this may result in further questions. If so, would you be prepared to respond to a short email questionnaire?

REFERENCES

1994 Group (2011:1) *Policy Report: Strategies and trends in the internationalisation of UK universities*. London. A policy report by Sanja Nivesjö, Rachel Winzer and Lucy Brassell on behalf of the 1994 Group's Strategic Planning and Resources Policy Group. Available at: <http://www.1994group.ac.uk/documents/Strategies>

Auden, W.H. (1976) *Collected Poems*. Toronto, Random House.

Bartell, M (2003). Internationalization of universities: A university culture-based framework. *Higher Education*, Volume 45, Issue 1, pp 43-70
<http://www.springerlink.com/content/x130p1490782w056/fulltext.pdf>

Bologna Declaration (1999). Available from http://ec.europa.eu/education/policy/higher-education/bologna-process_en.htm.

Bone, D (2009). Internationalisation of HE: A ten year view. Available from: https://www.timeshighereducation.com/sites/default/files/Attachments/THE/THE/13_November_2008/attachments/Internationalisation-Bone.pdf

Childress, L.K. (2010). *The Twenty-first Century University: Developing Faculty Engagement in Internationalization*. Peter Lang, New York.

Ellingboe, B.J. (1998:199). Divisional Strategies to Internationalise a Campus Portrait: Results, Resistance and Recommendations from a Case Study at US Universities. In Mestenhauser, J.A. and Ellingboe, B.J. (Eds) (1998), *Reforming the Higher Education Curriculum: Internationalising the Campus*. Phoenix, AZ: American Council on Education and Oryx Press

Erasmus Programme (online, accessed 14.11.2015), available from http://www.erasmusprogramme.com/the_erasmus.php

Esman, M. J. (1972). The Elements of Institution Building. In Eaton, J (ed.) *Institution Building and development: from Concepts to Application*. Beverly Hills and London, Sage Publications.

Fielden, J. (2011) *Getting to grips with internationalisation*. London: The Leadership Foundation for Higher Education. This book is available for free download at: <http://www.lfhe.ac.uk/en/audiences/governance/publications/index.cfm>

Hudzik, J K (2011). *Comprehensive Internationalization: From Concept to Action*. NAFSA: Washington, DC. Quoted in the International Association of Universities *Definitions* web site, see reference below.

Knight, Jane (2003). Updating the definition of internationalization. *International Higher Education*. pp. 2–3

Miles, D., Neale, R. H., (1991). *Building for Tomorrow: International Experience in Construction Industry Development*. International Labour Office, Geneva.

Neale, R H (2015). Personal observation of the signboard at the gates of the University of Nottingham's Sutton Bonington Campus.

Taylor, J (2004). Toward a Strategy for Internationalisation: Lessons and Practice from Four Universities. *Journal of Studies in International Education*, Vol. 8 No. 2 149-171

University of Winchester, 2015. University web site, available at www.winchester.ac.uk.

Warwick, P. (2014). The international business of higher education – A managerial perspective on the internationalisation of UK universities. *The International Journal of Management Education* 12(2): 91-103.